



**TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF
SMP N 2 KELING JEPARA BY USING DIALOGUE JOURNAL
IN THE ACADEMIC YEAR 2011/2012**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

**Presented to the Muria Kudus University
in Partial Fulfillment of the Requirements
for Completing the Sarjana Program
in English Education**

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MOTTO

- ❖ Pray patient & keep spirit
- ❖ Don't give up!!!
- ❖ Keep positive thinking because there is solution in every problem.



DEDICATIONS

This is especially dedicated to:

- ◆ My beloved family and my best friends for all their supports and spirit.
- ◆ The English teachers of SMP N 2 Keling Jepara.

ADVISORS' APPROVAL


This is to certify that the Sarjana Skripsi of Laili Hidayatu Ni'mah (NIM: 200832354) has been approved by the thesis advisors for further approval by the Examining Committee.

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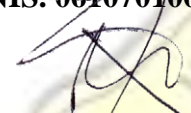
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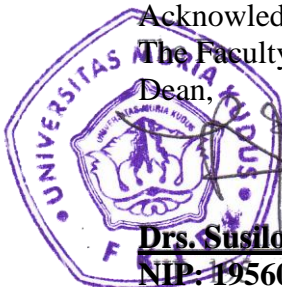

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Kudus, July 3rd, 2012

The writer,

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ABSTRACT

Ni'mah, Laili Hidayatu. 2012. *Teaching Writing to the Eighth Grade Students of SMP N 2 Keling Jepara by Using Dialogue Journal in the Academic Year 2011/2012. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors : (i) Fajar Kartika, SS, M.Hum (ii) Drs. Muh. Syafei, M.Pd.

Keywords: Writing Achievement, Dialogue Journal

Teaching English in Junior High School consists of four language skills. Writing as a part of the language skills beside listening, speaking and reading, must be taught maximally by the teacher to the students. It is because writing is written media in their daily life for communicating. In teaching learning process, the students of SMP N 2 Keling Jepara felt bored to join in writing class. The reason is because the teacher always uses jigsaw, arrange the sentences or paragraphs, write genre texts, games, song, write a story based on the picture and write in diary book. On this condition, the writer tries to use Dialogue Journal as the technique to teach Writing.

This research has a purpose to find out the answer from the statement of the problem. The purpose is to find out whether or not there is any significant difference between the achievement of writing of the eighth grade of SMP N 2 Keling Jepara in the academic year 2011/2012 students before and after being taught by using Dialogue Journal.

This is a quantitative research. The method of the research is experimental. This design of the research is the experimental method which uses pretest and posttest. The population is the eighth grade students of SMP N 2 Keling Jepara in the academic year 2011/2012. The total number of the population is 108 students. They are grouped into four classes. The sample is taken one class from the population by using cluster random sampling through lottery. The data were taken from the written test. After the students were given the pretest, they were given the treatment for six meeting. The giving of the treatment relies on the material that taken from the syllabus of the school. Then, the data were analyzed using the t-test method to find out whether or not there is any significant difference between the achievement of writing of the eighth grade of SMP N 2 Keling Jepara in the academic year 2011/2012 students before and after being taught by using Dialogue Journal.

The result of the research, the mean of pretest is 69.65 and the mean of posttest is 77.65. It can be concluded that the t-observation 18.18 in the level of significance $\alpha = 0.05$ and the degree of freedom (df) 26 which is gained from N-1, the t-table is 2.06. Thus, H_0 is denied and H_a is confirmed. So, the hypothesis states, "There is any significant difference between the achievement of writing of the eighth grade of SMP N 2 Keling Jepara in the academic year 2011/2012 students before and after being taught by using Dialogue Journal" is confirmed.

Because the use of Dialogue Journal in teaching writing shows good results, the English teacher of Junior High School should use the technique of Dialogue Journal to teach English on the other skills. In fact, Dialogue Journal can motivate the students to write.

ABSTRAKSI

Ni'mah, Laili Hidayatu. 2012. *Pengajaran Menulis Siswa Kelas VIII SMP N 2 Keling Jepara dengan Menggunakan Dialog Jurnal Tahun Pelajaran 2011/2012*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors : (i) Fajar Kartika, SS, M.Hum (ii) Drs. Muh. Syafei, M.Pd.

Katakunci: Pencapaian Menulis, Dialog Jurnal.

Pengajaran Bahasa Inggris di SMP terdiri dari empat kemampuan berbahasa. Menulis merupakan salah satu bagian dari kemampuan berbahasa disamping mendengarkan, berbicara dan membaca yang harus diajarkan secara maksimal oleh guru kepada siswa. Ini dikarenakan menulis ialah media tulisan dalam kehidupan siswa untuk berkomunikasi. Dalam proses pembelajaran, para siswa SMP N 2 Keling Jepara merasa bosan untuk bergabung dalam kelas menulis. Alasannya adalah karena guru selalu menggunakan jigsaw, menyusun kalimat atau paragraph, menulis text genre, permainan, lagu, menulis sebuah cerita berdasarkan gambar dan menulis di buku diary. Pada kondisi ini, penulis mencoba untuk menggunakan Dialog Jurnal sebagai teknik untuk mengajar Menulis.

Penelitian ini memiliki tujuan untuk mencari tahu jawaban dari pernyataan masalah. Tujuannya adalah untuk mengetahui apakah atau tidak ada perbedaan yang signifikan antara pencapaian penulisan kelas delapan SMP N 2 Keling Jepara pada tahun akademik 2011/2012 siswa sebelum dan sesudah diajarkan dengan menggunakan Dialog Jurnal.

Ini adalah penelitian kuantitatif. Metode dari penelitian ini adalah eksperimental. Desain dari penelitian ini adalah metode eksperimental yang menggunakan pretest dan posttest. Populasi adalah siswa kelas delapan SMP N 2 Keling Jepara pada tahun akademik 2011/2012. Jumlah populasi adalah 108 siswa. Mereka dikelompokkan ke dalam empat kelas. Sampel diambil satu kelas dari populasi dengan menggunakan cluster sampling acak melalui undian. Data diambil dari tes tertulis. Setelah siswa diberi pretest, mereka diberi pelatihan selama enam pertemuan. Pemberian pelatihan bergantung pada materi yang diambil dari silabus dari sekolah. Kemudian, data dianalisis dengan menggunakan metode t-test untuk mengetahui apakah atau tidak ada perbedaan yang signifikan antara pencapaian penulisan kelas delapan SMP N 2 Keling Jepara pada tahun akademik 2011/2012 siswa sebelum dan sesudah diajarkan dengan menggunakan Dialog Jurnal.

Hasil penelitian, rata-rata pretes adalah 69.65 dan rata-rata posttest adalah 77.65. Hal ini dapat disimpulkan bahwa t-pengamatan 18.18 pada tingkat signifikansi = 0,05 dan derajat kebebasan (df) 26 yang diperoleh dari N-1, t-tabel 2,06. Dengan demikian, H₀ ditolak dan H_a dikonfirmasi. Jadi, hipotesis menyatakan, "Ada perbedaan signifikan antara pencapaian penulisan kelas delapan SMP N 2 Keling Jepara pada tahun akademik 2011/2012 siswa sebelum dan sesudah diajarkan dengan menggunakan Dialog Jurnal" dikonfirmasi.

Karena penggunaan Dialog Jurnal dalam mengajar menulis menunjukkan hasil yang baik, guru bahasa Inggris SMP harus menggunakan teknik Dialog Jurnal untuk mengajar Bahasa Inggris pada keterampilan lainnya. Pada kenyataannya, Dialog Jurnal dapat memotivasi siswa untuk menulis.

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